

By establishing a new standard for collaborative course design and delivery, Michigan can lead the world in teaching foundational topics at scale on a research university campus.

The Foundational Course Initiative (FCI)

A Proposal for 21st-Century Support for Teaching at Scale

What are Foundational Courses?

- FCs are gateways to the major or the primary introduction to a discipline.
- FCs enroll large numbers of students with very diverse backgrounds, interests, and goals.
- Student success in FCs can vary widely.
- FCs are often taught by multiple faculty over time and/or in a given semester.
- FCs are time consuming to teach and manage.

FCs generate \$150 million in tuition every term.

1% of all courses*

1/3 of all credits*

*Courses with enrollments of 200+

Goals for the FCI

- 1. A 21st Century Approach to Student Success:** Foundational courses should maintain rigor and have the success of all students as their goal.
- 2. Evidence-Based Course Design:** Disciplinary experts and education professionals address course-specific challenges as a team while adding to our theory and knowledge of teaching and learning.
- 3. A New Standard for Excellence:** Michigan's foundational courses should be the best in the nation, continuously innovating, assessing success, and setting the standard for higher education.

In **5 years**, we will transform **30** **courses**, and impact **80% of undergrads.**

Why Participate?

Motivations for participating in the FCI will vary among courses and disciplines, but for any foundational course, there are a number of possible reasons to participate.

Explore possibilities for course design and pedagogy that leverage emerging technologies.

Support, evolve, and institutionalize reforms pioneered by early adopters.

Create opportunities for intergenerational mentoring on teaching.

Develop new course models that highlight the benefits of a residential research setting.

Infuse evidence-based pedagogies that:

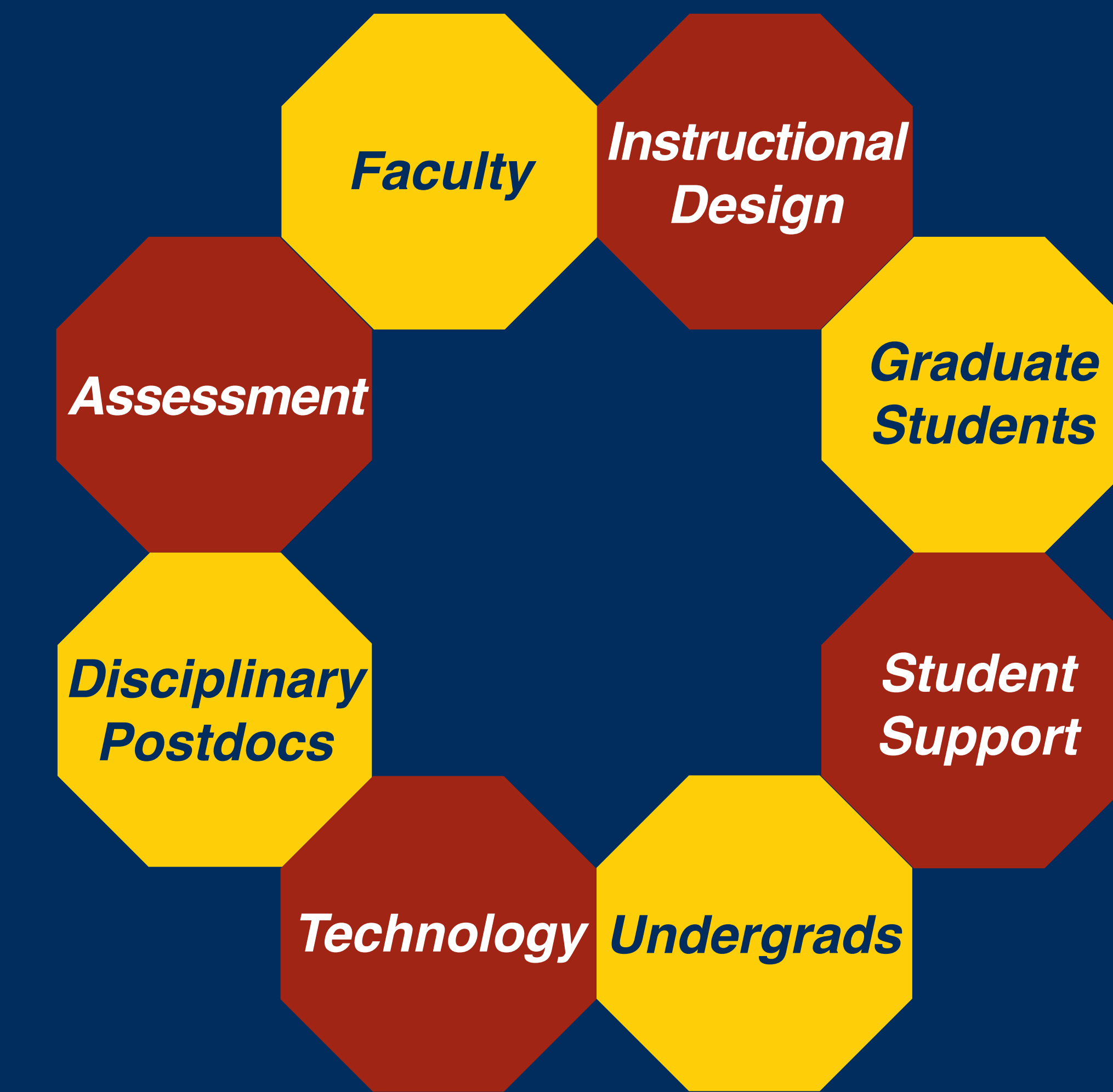
- Support the learning and success of all students.
- Improve motivation and engagement.
- Increase student perception of educational value.

Collaborate to tackle challenges, such as:

- In some courses, student success and satisfaction are low.
- Teaching these courses alone is difficult, and team support can help make improvements possible.

Collaborative Course Design Teams

CCD teams draw expertise from the department, college, and from CRLT staff and others with a substantial investment in the course.



Collaborative Course Design Process

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